

**“VODCASTING: A TOOL TO AID MODULAR LEARNING IN ENGLISH”**

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**RICA MAE B. JAVIER  
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## ABSTRACT

This study focused on the use of vodcasting as a teaching aid in providing English lessons to students who are into modular distance learning. It aimed to identify the level of students' perceptions using vodcast in terms of teacher focused variables such as: voice quality, language use, knowledge of the subject; determine the level of students' engagement using vodcast in terms of learning engagement, learning satisfaction and viewing willingness; provide students' performance during pre-test and post-test using vodcasting; and find out if there is a significant difference between the pre-test and post-test upon the implementation of vodcasting.

The study utilized quantitative method research to find out the effectiveness of vodcasting as a tool in language teaching. The researcher administered a pre-test before the use of vodcasting as a teaching innovation, after the second grading period and the use the of vodcast in delivering the lessons in English, the posttest was given. Also, a self-made questionnaire was given to identify the level of perceptions of the students in using vodcast.

The respondents of the study were the forty (40) low-achieving students from Grade 7-10 of Suba National High School Gagalog Annex in the district of Majayjay, for the school year 2020-2021.

The data gathered were tallied and interpreted using Weighted Average Mean (WAM) and Paired T-test. Hence, the result revealed that the level of perceptions of the students to the teacher who used vodcast were given the weighted average mean of 3.63, 3.72 and 3.72 in terms of voice quality, language use and knowledge of the subject respectively. On the other hand, the level of perceptions of students in learning engagement obtained a weighted average mean of 3.67, 3.75, and 3.69 when it comes to learning engagement, learning satisfaction and viewing willingness particularly.

Therefore, students who are in the mode of modular distance learning find it motivating and enjoyable when viewing vodcast as an instrument in presenting lessons in English.

The findings revealed a significant difference between the students' performance based on the pre-test and post- test scores. The computed  $t = -14.476, -9.100, -11.665$  and  $-9.611$  and  $p = 0.00$  means that lower than 0.05 level of significance, thus the null hypothesis was rejected.

Keyword: vodcasting, distance learning, modular learning, new normal education

## Chapter 1

### THE PROBLEM AND ITS BACKGROUND

#### Introduction

The Philippine education sector faced a critical issue because of the Corona Virus Disease (COVID) 19 Pandemic. Putting everyone's health on the line is crucial but education must continue. With the Department of Education's (DepEd) initiative in upholding its role in delivering quality education for every Filipino student while protecting them from current deadly virus, the distance learning was implemented.

Distance Learning refers to the learning delivery modality in which, learning takes place between the teacher and the learners who are geographically remote from each other during instruction. This modality has three types: Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV/Radio-Based Instruction. (Quinones, 2020).

In the Philippine context, the delivery of education has greatly changed and is popularly known as "New Normal Education." Since public and private schools adhere to the safety and security of educators and learners, teaching had to be performed remotely with the use of digital and modular platforms; however, ensuring that learning progresses among students despite the absence of face-to-face classes. Modular learning is the most popular type of Distance Learning in the country. This learning modality is currently used by all public schools because according to a survey conducted by the Department of Education (DepEd), learning through printed and digital modules emerged as the most preferred distance learning method of parents with children who are enrolled this academic year (Bernardo, 2020). This is also in

consideration of the learners in rural areas where internet is not accessible for online learning.

The first quarter of implementation of modular distance learning was recorded successful with no major difficulties; however, in Suba National High School Gagalog Annex where number of parents are high school graduates and working daily, students find it hard to cope and understand lessons in their modules especially in English subject because the contents of the self-learning material do not meet their learning capacity. Given that these instructional materials will be assessed by students on their own, mostly.

Some of the critical issues brought by the so-called New Normal of the Philippine Education System include the focus and concentration of the learners and the comfort of studying at home with less or no supervision at all. Students tend to divert their attention to instead of focusing on and prioritizing their homeschooling. The parents' or guardians' educational background is not well equipped with proper education (Students' New Normal: Modular Distance Learning).

In response, teachers begin using and incorporating audio and video materials which are not new means of presenting lessons to compensate the absence of the teacher. This is viewed of prime importance in order to enhance the teaching and learning conditions amidst time of crisis.

Accordingly, the podcasting system of delivering pedagogical materials can be used to alleviate the available challenges. The educational podcasting technology is defined as a method of presenting teaching/learning resources which can include a variety of different forms such as audio, video, or a synchronized version of both, PowerPoint Presentations, online applications, etc., to learners via constructing accessible RSS feeds (Takeda, 2014).

Particularly, video podcasting technology or 'vodcasting' has proven to be in the forefront of distance education in general and computer assisted language learning in particular (Faramarzi, 2020). This tool bridges the gap between the students and teacher who are under remote process of learning.

More so, Hassanzadeh and Marefat (2014) provided a brief introduction of how to use vodcasting in order to enhance instruction. They assumed that vodcasts may give the students an opportunity to receive supplemental multimodal presentation, which is generally beneficial, particularly in the apprehension of complex concepts.

This study is predominantly focused on identifying the effectiveness on the use of vodcasting in English as an aid to the learning process of the learners who have hard time studying under modular instruction and to delivering the lessons more clearly.

### **Background of the Study**

Due to pandemic, the Philippine educational system has changed into New Normal Education. Based on DepEd Order No. 12, s. 2020, the department has developed a Basic Education Learning Continuity Plan (BE-LCP), a package of education interventions that responds to basic education challenges.

Under New Normal Education, every school has submitted its locally and contextualized design of School Learning Continuity Plan. Each school may adapt, Modular Distance Learning, Online Distance Learning, Radio Broadcast or Television Broadcast as mode of teaching and learning process.

After considering every factor and consulting the internal and external stakeholders through survey, Suba National High School Gagalog Annex has adapted Modular Distance Learning. Two among the contributing factors that have led to this

preference were poor internet connection and financial issues to purchase Wi-Fi/mobile data.

This modality refers to a self-paced instruction using the learning modules provided by the department of education. This means that students have to learn and understand the lessons all by themselves because the teachers are not physically present to facilitate them.

However, several concerns were raised regarding this mode of distance learning. Two of these are the absence of parateachers and inadequate resources of learning materials. Many of the learners and their parents request for help from the teachers; since, parents cannot afford to teach their children with the topics unknown to them. Students find it hard to comprehend all the topics specifically the grammar lessons in English. Even their parents who are their teachers at home cannot guarantee to provide information to help them.

Additionally, most of the learners who undergo modular distance learning do not have stable internet connections, so the teachers give instructions to the learners using instant messaging and Facebook messenger. This means, teachers note that students need to be reached through a learning instruction that could really ease their anxiety in learning.

Based on the researcher's experiences in the first eight (8) weeks of MDL implementation, students together with their parents, admitted that they find it hard to understand the topics in the module. Although, they are allowed to ask questions to their teachers during the scheduled time, they insist not to ask because they are hesitant. It is evident in the students' outputs and answer sheets that reflect their confusion of the lessons because some of them do not answer the learning tasks.

Attempting to address this problem, this study aim to provide a teaching strategy in a form of video podcasting (VODCASTING) that may help improve language learning under Modular Distance Education.

### **Theoretical Framework**

Vodcast design and use should be guided by learning principles, such as the theoretical bases provided by cognitive load theory (CLT) and the cognitive theory of multimedia learning (CTML). Guidelines for vodcast creation are based on the understanding that: there are separate channels for visual and auditory content; each channel has limited capacity, and active processing from selecting material, organizing it, and then integrating it uses cognitive resources.

As cognitive capacity is allocated to the initial processing tasks first, only what is left can be used for the task of integration, meaning that the first two processing levels should be supported as much as possible by reducing anything nonessential and offloading information from the visual to the auditory channel.

This theory suggests that learning happens best under conditions that are aligned with human cognitive architecture. The structure of human cognitive architecture, while not known precisely, is discernible through the results of experimental research. Recognizing Miller's (1989) information processing research showing that short term memory is limited in the number of elements it can contain simultaneously, Sweller (1988) builds a theory that treats schemas, or combinations of elements, as the cognitive structures that make up an individual's knowledge base (Sweller, 1988).

The contents of long-term memory are sophisticated structures that permit us to perceive, think, and solve problems, rather than a group of rote learned facts. These

structures, known as schemas, are what permit us to treat multiple elements as a single element. They are the cognitive structures that make up the knowledge base (Sweller, 1988). Schemas are acquired over a lifetime of learning and may have other schemas contained within themselves.

The difference between an expert and a novice is that a novice has not acquired the schemas of an expert. Learning requires a change in the schematic structures of long-term memory and is demonstrated by performance that progresses from clumsy, error-prone, slow and difficult to smooth and effortless. The change in performance occurs because as the learner becomes increasingly familiar with the material, the cognitive characteristics associated with the material are altered so that it can be handled more efficiently by working memory.

From an instructional perspective, information contained in instructional material must first be processed by working memory. For schema acquisition to occur, instruction should be designed to reduce working memory load. Cognitive load theory is concerned with techniques for reducing working memory load in order to facilitate the changes in long term memory associated with schema acquisition.

Sweller's (1988) theories are best applied in the area of instructional design of cognitively complex or technically challenging material. His concentration is on the reasons that people have difficulty learning material of this nature. Cognitive load theory has many implications in the design of learning materials which must, if they are to be effective, keep cognitive load of learners at a minimum during the learning process. While in the past the theory has been applied primarily to technical areas, it is now being applied to more language-based discursive areas.

The first step to understanding why multimedia learning can be so powerful is understanding how the brain processes information. Mayer (1989) explains that the

brain takes in information and processes it in multiple channels, based on how that information is presented. The first channel is for visually represented material and the second is for auditorily represented material. When a learner is presented visual information, including pictures, videos, charts, or printed words, all of that information goes into the visual channel and is processed there. Auditory information includes spoken words in a narration and other non-verbal sounds, and these are processed by the brain separately from the visual. As a learner is learning, the new material first gets logged in their sensory memory. For a brief moment, the image is captured in its entirety, or the spoken words are logged in their entirety. After that initial moment, the learner must begin to work with the information in order to process it and learn. This happens in the working memory.

With two separate channels, the learner is able to work with more information because the varying presentations of material are processed differently. In working memory, the learner can choose relevant images to remember and work with, and they can choose relevant words to remember and work with. Each of these sets of information are processed and organized into models that help the reader understand and remember the information. While in the working memory, the information remains separate and the learner generates two models. Finally, the learner integrates the visual model and the auditory model together with their prior knowledge and experiences. Once all the material has been combined in a functional way, the new knowledge can move into long-term memory. Multimedia instruction helps students learn more deeply because it takes advantage of these two separate channels and allows the student to go through the process of making multiple models to really understand the material that is presented to them.

With the understanding of how the brain processes information, it is clear why there is a need to incorporate multimedia learning. In addition to explaining how the brain processes multimedia information, Mayer explains how to best incorporate multimedia learning. He starts by reminding that multimedia learning simply incorporates words and pictures, so it can be a chapter in a textbook that includes pictures or charts. It can also be online lessons that incorporate videos.

Mayer's (1989) first advice for multimedia learning is a caution that he calls the "limited capacity assumption." The assumption is that all humans have a limited capacity for information. People do not have infinite space and memory processors, so they have to choose what pieces of information to pay attention to. The caution warns them that they should not overwhelm the students with information. One way to apply this is to limit the amount of text on a PowerPoint slide. Your presentation will be more effective to the learner if you have a limited number of printed words, a simpler picture, and a clear spoken narration.

Mayer's (1989) second piece of advice revolves around the "active processing assumption." The learner must choose what pieces of information to take into the working memory, and then the learner has to actively engage with that material in order to learn it. Mayer describes the processing as creating a mental representation or a model of the information. As teachers work to apply this assumption to multimedia instruction, Mayer tells them that they need to encourage the student's active processing. To make learning effective, the presentation material should have an understandable structure, and it should guide the learner in making a mental model. If they are trying to help students build mental models, it's helpful to know how information models can be structured. Mayer describes five model structures that each contain specific types of information and have an associated visual representation.

The first structure that Mayer describes is a process structure. This structure holds an explanation for how a system works and can be represented as a cause-and-effect chain. Mayer's (1989) visual representation of the two channels for processing information is an example of a process structure. The second structure he describes is a comparison structure. This structure compares multiple points between two or more items and is often represented as a matrix. A third structure is a generalization structure. This structure organizes a main idea and the subordinate supporting details, which can be represented as a branching tree. The next type of structure is an enumeration structure. This is a collection of items and can usually be represented as a list because the items in the collection are equal. Finally, the last structure is classification. Classification includes sets and subsets and can be represented as hierarchies.

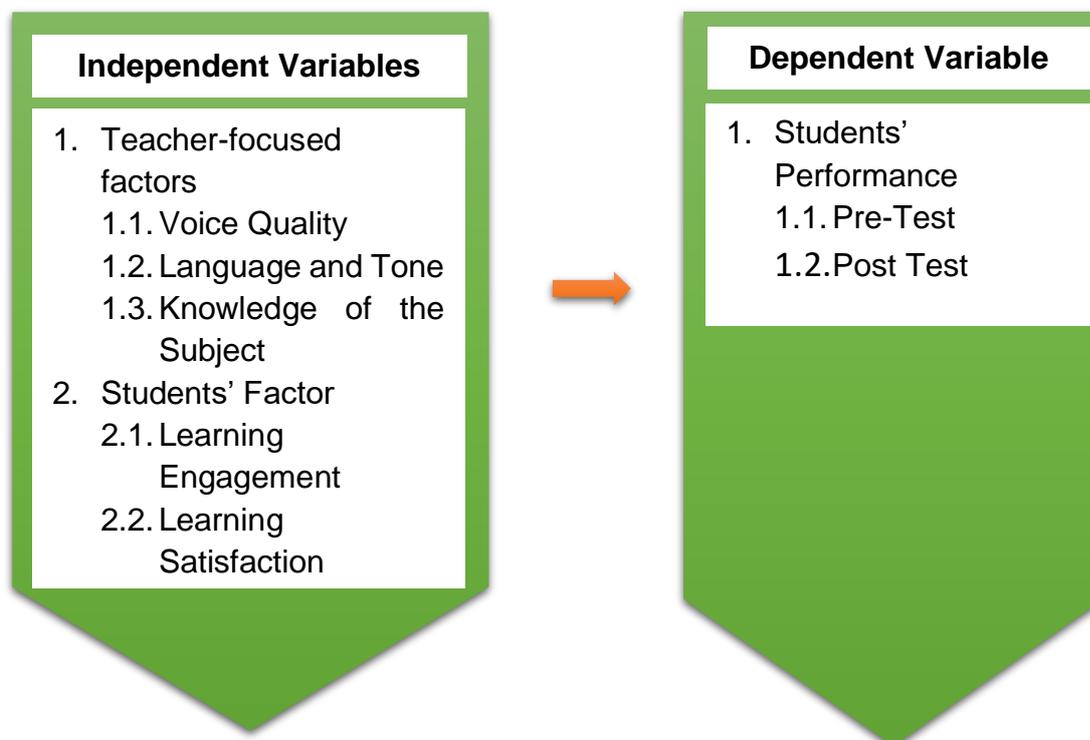
These model types help show what an effective and useful visual representation might look like. As Mayer (1989) explains, not all visuals and multimedia presentations are equal in their instructional quality. The visual representation helps to make sense of the words that he provides to explain the brain's processing. In addition to providing a visual for his own theory, Mayer explains and shows the multimedia presentation he used in conducting his study. Mayer's Cognitive Theory of Multimedia Learning tells us that the words and pictures that we choose for instruction are important and impactful. Choosing a cartoon animation that doesn't directly relate to the material can hinder a student's learning rather than helping them.

### **Conceptual Framework**

One of the devices that has the capability of facilitating the course of instruction in distance language learning is podcasting. Podcasting which offers excellent support for all educational and academic goals can be implemented as a tool to upload and

share recorded video materials, audio files, links, and software for all students benefiting from different modes of distance language learning (Faramarzi, 2015).

Moreover, podcasting and vodcasting can compensate the absent session in any class either traditional or virtual because it provides an opportunity to listen and/or watch the recorded sessions (Facer et.al, 2010).



**Figure 1. The Paradigm of the study**

The figure above shows the process on how vodcasting was used as a language teaching strategy to help the learners improve their learning English lessons. The strategy aimed at maximizing individualized instruction to achieve better performance in learning the lessons in English. The researcher utilized the self-learning modules (SLMs) provided by the Department of Education. Pre-test and post-test were administered to measure if vodcasting would help the learners perform better in English subject. Also, a researcher-made questionnaire was administered upon the implementation on the use of vodcasting in delivering lessons.

### **Statement of the Problem**

This study aimed to determine the effectiveness of the teaching tool called vodcasting in modular distance learning. Specifically, this sought to answer the following questions:

1. What is the level of students' perceptions on teacher use of vodcast with regard to the following:
  1. Teacher-focused factors
    - 1.1 Voice quality
    - 1.2 Language Use
    - 1.3 Knowledge of the Subject
2. What is the level of the following students' factors related to using vodcast:
  - 2.1. Learning Engagement
  - 2.2. Learning Satisfaction
  - 2.3. Viewing Willingness
3. What is the level of students' performance before and after using vodcast as revealed by pre-test and post-test?
4. Is there a significant difference between the pre-test and post-test performance of the students?

### **Research Hypothesis**

**H<sub>0</sub>** There is no significant difference between the pre-test and post-test performance of the students.

### **Significance of the Study**

The researcher determined the effectiveness of the language teaching strategy called vodcasting in modular distance learning, the results would be great importance to:

**Students.** The students will learn better under modular distance learning when the effective strategies in language teaching are used by the teacher. The findings from this study will serve as an eye-opener to the numerous advantages provided when using vodcast and podcast as instructional material. Students will benefit from this study in that it will provide adequate techniques of studying to a mastering level. This new technology can be used to force the learner to follow a strict sequence of the lesson in addition to learning at his pace.

**Language Teachers.** They could adapt the use of vodcasting as an effective language teaching strategy in giving instructions to the second language learners especially those who are in remote and distance learning modalities. Also, the pedagogical skills of lecturers will improve with the use of instructional materials if the findings from this study are well implemented. The students' interaction with vodcast and podcast will afford the lecturers great opportunity in the use of vodcast and podcast as a learning medium, which would transform the present isolated lecturer centered and text-bound classroom into a rich student-centered and interactive knowledge based on an environment that would enhance students' cognitive achievement and retention as well as serve as a psychomotor achievement and retention.

**Future researchers.** They can use the study as basis for further research about vodcasting in language teaching strategy in modular distance learning. It could also be a reference for the future researcher who wants to conduct studies in language teaching and learning.

**Curriculum makers.** The results of this study could be used in restructuring the most essential learning competencies (MELCs) used in modular distance learning. Also, in the K to 12 Curriculum Guide for English to align the teaching and learning

targets with the effective and useful approach on how the students learn English language in modular distance learning. It will as well provide them with the information needed to enrich future trends in the curriculum; it will also unravel podcast as an instructional material when employed in teaching, will reduce the declining overall performance of students.

### **Scope and Limitations of the Study**

This study tested the effectiveness of the use of vodcasting as language teaching strategy to aid the students in language learning. It also aimed to reveal significant difference in students' performance before and after the implementation of the language teaching strategy called vodcasting. This study was limited to grade 7, 8, 9 and 10 students who are under the implementation of modular distance learning modality in Suba National High School Gagalog Annex where the researcher teaches.

### **Definition of Terms**

The following terms are defined conceptually and operationally for better understanding of the study.

**Basic Education Learning Continuity Plan (BE-LCP).** It is the Department of Education's major response and commitment in protecting the health, safety, and well-being of learners, teachers, and personnel (Briones, 2020)

**Distance Learning.** This refers to the learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. This modality has three types: Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV/Radio-Based Instruction (Quinones, 2020). In this study, it refers to the Philippine educational setting due to the pandemic that inspired the researcher to develop a Vodcasting as an aid.

**Modular Distance Learning.** It refers to the individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy, whichever is applicable in the context of the learner, and other learning resources like Learner's Materials, textbooks, activity sheets, study guides and other study materials. In this study, it is the modality of teaching and learning of the learners in Suba National High School Gagalog Annex that was used to test the effectiveness of the language teaching strategy.

**Podcast.** Podcasts are audio and video files that can be downloaded to a desktop computer, iPod, or other portable media player for playback later (Harris & Park, 2008; Potter, 2006). In this study, it refers to the pattern used by the researcher in developing vodcast.

**Podcasting.** It is the process of downloading podcast files as well as the development of podcast programs (Berry, 2006). In this study, it refers to the process in which vodcasting is patterned from.

**Post-Test.** It was the test given to students after completion of an instructional program or segment and often used in conjunction with a pretest to measure their achievement and the effectiveness of the program (Merriam Webster). In this study, it is the researcher-made test given to the learners after they undergo teaching through the use of vodcasting in English subject.

**Pre-Test.** Pretesting is the stage in survey research when survey questions and questionnaires are tested on members of target population/study population, to evaluate the reliability and validity of the survey instruments prior to their final distribution (Hu, 2014). In this study, it was the test administered by the researcher before implementing the use of vodcast in delivering the lessons in English.

**Vodcasting.** This refers to a series of combination of podcast and video content that can be watched by the students as learning episodes in their mobile cellphone or television stored in a flash drive. In this study, it is the language teaching strategy used by the researcher to help the students under MDL modality in learning the lessons in English subject.

## Chapter 2

### REVIEW OF RELATED LITERATURE AND STUDIES

This chapter discusses concepts and findings from various literatures which the researcher gathered from books, unpublished researches and online resources that provide a clear view of the study.

#### **Related Literature**

Video podcasts refer to video files that are distributed in a digital format through the Internet using personal computers or mobile devices (McGarr 2009 as cited in Kay 2012).

In education, video podcasts have been used to record and transmit lectures, visits from guest speakers, explanations of how to solve problems, supplementary materials for a course, PowerPoint summaries and administrative tasks (Heilesen, 2010).

Furthermore, asynchronous instruction offers the opportunity of benefitting at any time regardless of time restrictions. Perfect example is podcasting in which students can download the recorded materials and use them in their convenient time. Students can listen to/watch the professors' lectures as much as needed. This clearly offers troubleshooting the potential problems since students can review the problematic areas as much as needed (Atkinson et.al, 2011).

Morris (2010) posited the use of digital media such as podcasts also seems to have a positive and measurable impact upon learning and teaching when used as an adjunct to the traditional didactic lecture.

In retrospect, (Meng 2005 as cited in Hassanzadeh & Marefat 2014) uses the term vodcasting to specify contents composed by video, and not merely by audio, which are generally reproduced by personal computers or in the presently disseminated MP4. In this case, the prefix “vod” comes from the expression Video on Demand and implies the video capture through a video camera.

Moreover, Vodcast sometimes called “video podcast” is a term used for the online delivery of video on demand video clip content via Atom or RSS enclosures. The term is used to distinguish between podcasts which most commonly contain audio files and those referring to the distribution of video where the RSS feed is used as a non-linear TV channel to which consumers can subscribe using a PC, TV, set-top box, media center or mobile multimedia device. Web television series are often distributed as video podcasts (Bilbao, 2010).

As mentioned above, vodcast is defined as video files that are in digital format (McGarr 2009 as cited in Kay 2012), contents composed of video (Meng 2005 as cited in Hassanzadeh & Marefat 2014) and online delivery of video on demand video clip (Bilbao, 2010). In education, vodcast is used to record and deliver lectures (Heilesen, 2010) in which students can access the recorded materials and use them whenever it is convenient for them (Atkinson et.al, 2011).

Shim et al. (2010) suggests that podcasting should be used to “supplement class materials so that students can better understand concepts, theories, and applications that may not have been available during the class.

By the standards of American Association of School Libraries, the use of video podcasts develops in students the following matters: (1) Read, watch, and listen to the information in any format for gathering knowledge. Students would be qualified to evaluate the video podcast and include it in their range of knowledge. (2) Collaboration

with others to enlarge and deepen their knowledge. With the vodcast, the learning is more attractive for young people and it is easier to reach to more persons, being the action of sharing computer issues a type of divulgation of the knowledge very common among students (Bilbao, 2010).

In retrospect, among the benefits emerged with regards to student behaviors while using video podcasts concerns study habits, a wide range of improvements were observed including fostering more independence, increasing self-reflection, more efficient test preparation, reviewing material and increasing contact with academic staff (Chester et. al, 2011).

Brown and Green (2006 as cited in Hassanzadeh & Marefat 2014) provided a brief introduction of how to use vodcasting in order to enhance instruction. They assumed that vodcasts may give the students an opportunity to receive supplemental multimodal presentation, which is generally beneficial, particularly in the apprehension of complex concepts.

Moreover, the use of pod/vodcasts can make interactions between educators and students more meaningful. To put it another way, the use of pod/vodcasts allows the practitioner to be valued more and develop as a teacher. In particular, pod/vodcasting can make teaching more personal through increasing the use of group interactivity.

Podcasts and vodcasts are also very helpful to students with learning difficulties. Dyslexic students would benefit from being able to learn and understand at their own pace, which in turn would help the quality and depth of their educational experience and students with cognitive impairments will also benefit from being able to replay more challenging parts of the lecture in order to take in their meaning (Leadbeater et.al, 2012).

In this regard, vodcasting can be used as an aid to supplement the necessary discussions and lessons that could be difficult for the students to understand (Shim et. al, 2010) since for young people, studying with vodcast is more appealing (Bilbao, 2010) and it could help them to have greater autonomy, increased self-reflection, more effective test planning, and content analysis (Chester et. al, 2011). Thus, the application of vodcasting in the process of learning among the mentally challenged students could be beneficial to learn at their own pace (Leadbeater et.al, 2012). Hence, it is significant to note that this tool entails not only additional information but also good effect on students' behavior.

According to Kay (2012) there are four kinds of vodcasts that are used in education: lecture-based, enhanced, supplementary, and worked examples. A lecture-based or "substitutional" vodcast is a recording of an entire lecture. Thus, students can experience what happened in the lecture hall without actually being physically present. An enhanced vodcast is video footage of a slideshow (e.g., PowerPoint or Beamer presentations) that is presented with an audio explanation. Supplementary vodcasts are designed to augment the teaching and learning of some courses and may include administrative support, real-world demonstrations, summaries of lectures or textbook chapters, or additional material designed to broaden or deepen student understanding.

There are also other ways to classify vodcasts. For example, depending on whether a vodcast is offered in segments or not, one can talk about segmented vodcasts or non-segmented vodcasts, respectively. In addition, the pedagogical strategy can be used to categorize vodcasts. In particular, there are three different teaching approaches. The first is called receptive viewing and includes vodcasts to be viewed by students in a passive manner (i.e., like watching a movie). There are

problem-solving vodcasts that are designed to explain and help students in learning how to solve problems and exercises related to their courses. Naturally, such vodcasts are useful for people who study science, mathematics, or engineering. A third category includes vodcasts that are created by students for students (Kay, 2012).

Similarly, Pilkington (2010) provided the three basic types of teaching vodcasts: (1) Lecture-based or classroom vodcasts are simple recordings of lectures, whether presented by the usual, or a guest lecturer. This type has also been referred as substitutional vodcasts, although the aim is often more to provide the lecture for review purposes rather than to replace the lecture entirely, (2) Supplementary vodcasts are used to supplement the material presented in lectures. Such vodcasts can be made up of extra explanations, worked examples, feedback and comments, course related guidelines, summaries or field guidelines and (3) Creative vodcasts are those prepared by students as part of their learning experience, often in collaborative forms of learning.

Correspondingly, Chacón and Pérez (2011) mentioned a very interesting classification of podcasts for learning a second language, which can be extended to vodcasts as well, created by Stanley: the first type is the *authentic podcast*, useful for students at higher levels and created by native speakers and without educational purposes; the second type is the *teacher-created podcast*, created by the teacher as its name implies for oral comprehension or revision of different topics studied in class; finally, *student-created podcast* is created by students with the teacher's help and the main purpose is to develop their oral expression and comprehension.

In addition, Harmer (2007 as cited in Ghafoor and Wahab, 2013) suggests a variety of viewing techniques when using films and videos in listening activities including: Silent viewing (playing the video without the sound), Freeze framing

(freezing the picture and asking the students what they think will happen next), Partial viewing (covering most of the screen with a piece of paper), Picture or speech (half the class watches the video while the other half faces away) and Subtitled films (students see and hear the English language).

Aguilar (2007 as cited in Chan 2016) recommends that a language learning podcast should: 1) provide exposure to the target language and culture; 2) include a range of (authentic) materials; 3) be engaging and of adequate length; 4) take into account the characteristics of the podcast medium and media players, such as their portability and screen size; and 5) provide learning support in the form of transcripts, grammar explanations, glossaries, online exercises and forums.

The above citations have proven the use and purpose of vodcast in teaching and learning. Vodcast is a flexible instructional material that can be incorporated to various lessons to help and guide the learners to have a clearer picture of what they to learn. Hence, vodcast is used as a supplement and not the core material in the pedagogical process.

It has been suggested that vodcasting can improve student learning outcomes. This suggestion is largely based on Mayer's cognitive theory of multimedia learning. According to this theory "an individual's information processing system includes separate cognitive channels to process visual/pictorial and auditory/verbal stimuli; in this respect, learning is obtained by integrating information between such channels" (Walls et al, 2010).

In line with this, Ghafoor and Wahab (2013) remarked that vodcast as a listening tool enhances the listening experience of students. The settings, actions, emotions and gestures that the students observe in a video clip provide an important visual stimulus for language production and practice. The current practice

predominantly gives emphasis only to the teaching of vocabulary and grammar in the language classes. Despite learning vocabulary and basic grammar, students still find it difficult to speak English. The students must be given a chance to listen and practice language inside and outside the classroom. In order to overcome this obstacle, vodcast can be incorporated in the classroom to teach listening effectively. The students should be provided with situations where they can use technology to learn speaking and listening. Vodcast can be used to teach listening to students who neither have the opportunity to speak and listen to English outside their classrooms, nor read English from their textbooks. In some cases the teacher uses the vernacular (regional language) to teach English. This hiatus in learning can be filled up by vodcast in providing the students an opportunity to practice language in a supportive learning environment.

Aguilar (2007 as cited in Roman 2018) believed that Podcasting and Vodcasting have many advantages: It is a portable and easy tool to use. Videos and audio podcasts can be downloaded in mobile devices or computers at any time and can be watched and listened as many times as the user wants to. This can be very helpful for students with special needs since they can listen and watch as many times as they need to, they can stop, review, think about it. It provides access to authentic and real materials, which fosters students' knowledge not only about grammatical and syntactic structures, but they learn about culture, history, politics etc. of other countries.

Students can learn more specific aspects of language, such as idiomatic expressions (Hegelheimer, 2007 as cited in Roman 2018). There are some types of learners that benefit most from the use of this tool, such as auditory and visual learners and those with moderate to weak short-term memory.

As Parra (2016) implies podcasts are useful for auditory learners in the sense that they can hear the information at their own pace, and it even reduces shyness and fosters motivation.

Teachers can use podcasts and vodcasts to carry out different activities, each podcast does not provide only one use, but many. Furthermore, there are plenty of them to use in all levels (Ferrer, 2013).

In the same manner, listening can be taught using vodcasts. One of the ways to practice listening skills is to provide students with questions prior to watching the video, and then asking them to answer after watching the video. This enables the students to comprehend the information that is presented orally. By providing students with questions related to the video played, there is an opportunity for them to code and decode the language (Ghafoor and Wahab, 2013).

There were so many positive effects on the use of vodcast in teaching the students, vodcasting can improve student learning outcomes (Walls et al, 2010), students can learn more specific aspects of language (Hegelheimer, 2007 as cited in Roman 2018), useful for auditory learners in the sense that they can hear the information at their own pace (Parra, 2016) and vodcast as a listening tool enhances the listening experience of students (Ghafoor and Wahab, 2013). Also, this can be very helpful for students with special needs since they can listen and watch as many times as they need to (Aguilar 2007 as cited in Roman 2018).

Aside from the significant roles Vodcasts play for more opportunity of learning, this is also viewed a positive reinforcement to enhance the macro skills in English like listening and viewing skills among the learners. Hence, vodcasts provide motivation to students to learn more.

However, Gomez (2003 cited in Roman 2018) argued that some researches are against using this type of tool since it promotes a passive role of the students. Some of them may see no benefit from watching any type of video and may just focus on the topic or just disengage from class. When using a video, teachers should always bear in mind its pedagogical use. Any video use should be pedagogically relevant for the course, which can be focused on a specific aim or in general terms. In broader terms, technology should not be applied to a class 'per se', but with previous preparation, selection, having a specific didactic goal and with the correct methodology.

In line with this, podcasts and vodcasts can propose some disadvantages: When teachers are the creators of the content, it takes a lot of time and workload to prepare all lessons in the form of podcast or vodcast. Also, when lessons are taught in the form of podcast or vodcast, by a teacher or taken on-line, students do not feel the pressure of attending class and the relationships between teachers and students weaken. The use of podcasts may provide new opportunities of teaching, but they may require for course objectives and learning outcomes to be modified (Aguilar 2007 as cited in Roman 2018).

In the case of watching vodcast it may also take time since sometimes they need time to find the appropriate resource and then stop, rewind as many times as they need to (Parra, 2016).

Although vodcasts seem to be quite popular today, there are a few questions related to its use in education. The first question is whether students are ready for this technology and the second question is whether this technology is actually useful. The first question has been tackled by (Walls et al., 2010) among others. First, most if not all students own laptop or desktop computers and smartphones, which can be used

to listen to music, to watch videos, take pictures, shoot videos, and so on. Thus, many of the devices of the past (e.g., iPods, mp3 players, pocket digital cameras, and so on) have been replaced by smart phones. This simply means that all students have the potential to create, download, and watch vodcasts.

In addition, as already known to those familiar with the criticism of the passive receptive mode of using Khan Academy instructional videos, pod/vodcasts on their own do not encourage active engagement. Consequently, from a pedagogical point of view, replacing teachers with instructional videos may be a step forward in terms of technology use, but will be a giant leap backwards in terms of educational practice (Using Technology to Support Learning and Teaching, p. 150).

In a book of ICT Education (p. 87), it was mentioned that there are, however, also drawbacks to the use of vodcasts. They generally leave the student in a passive role, often with low levels of engagement and interaction, and require a high level of discipline and self-regulated learning ability on the part of the student.

Although a major benefit of a vodcast is that it can be viewed on mobile devices, evidence suggests that mobile devices are used largely for entertainment purposes and that learning material vodcasts are viewed sitting at a personal computer working, often with other learning materials at hand. Thus, such vodcasts are rarely watched in a multitasking environment, while for example, the student is travelling.

The above citations proved that vodcasts also have weakness. It promotes a passive role of the students (Gomez 2003 cited in Roman 2018), it may also take time since sometimes they need time to find the appropriate resource (Parra, 2016), also if not all students own laptop or desktop computers and smartphones (Walls et al, 2010). Vodcasts may have negative impact among the learners if not utilized properly and

efficiently. Thus, it is important at all times to reflect on the context in which vodcasts are presented.

In contrary, Carolino and Queroda (2018) claimed that viewing is the fifth macro-skill. It refers to perceiving, examining, interpreting, and construction meaning from visual images and is crucial to improving comprehension of print and nonprint materials. This is the skill to be taught as the learners are exposed on multimedia. To make it possible, they should have strong media and visual literacies. Thus prove the positive side of using vodcast if properly used.

Pilkington (2010) states the benefits of vodcasting for supporting learning are regularly mentioned, and these often relate to overcoming the hindrances of time and space and are linked to the following properties: (1) Flexibility, the user has the ability to control the flow of the vodcast, pausing and replaying as necessary. Students can also return to the vodcast as often as required. (2) Accessibility, vodcast can be released to students quickly, can be downloaded and watched whenever it suits students, and are, thus, not bound by the confines of the lecture hall. Vodcasts are also easy to use on various viewing devices and platforms.

Text-based formats are considered too static, and vodcasts are generally preferred over textbooks. Although a textbook does allow a student to return to previously read material, textbooks often do not highlight what is important which is something that vodcasts should be doing. Also for second language learners and those with learning difficulties, vodcasts provide unique opportunities for students to work at their own pace. Thus, vodcasts are believe to provide support for individual learner needs.

Furthermore, Stoller (1993 as cited in Roman 2018) posits that videos are “effective springboards for other content-based classroom activities. They provide

background information and proper stimuli for subsequent reading, writing, speaking and listening activities.

Cundell (2008 as cited in Ghafoor and Wahab 2013) opined “One of the most powerful ways that video can be integrated into courses is for the visual representation they provide for learners on otherwise abstract concepts.” Teaching English through vodcast allows teachers to be creative when designing language lessons.

Lasa (2017) mentioned that students who use materials with English subtitles develop in a very notable way their reading and oral skills, the use and learning of new vocabulary, and their motivation to read. Especially, it increases their listening comprehension skills.

In addition, videos can provide students with real language and content, which implies, as Lasa (2017) explains, that “students get to see ‘language in use’ thanks to their cultural and linguistic references, using media for teaching purposes makes these resources ‘the equivalent of a portable immersion experience’” (Siddell, 2011).

According to Alessi and Trolip (2010) the strength of video in teaching lies in the fact that it can take many forms such as a soundless demonstration of a procedure, cartoons, an unseen narrator describing the activity seen in the video, dramatic plays, interviews, and teaching documentaries among others. Videos also provide a common experience for immense learning through discussion. Video can be engaging, entertaining and thought provoking.

Ramírez (2012) stresses that students gain confidence to express themselves orally as they can repeat and imitate real examples, therefore, their motivation increases.

Sherman (2013) states that vodcast can be a learning model that enables learners to select and use target language accurately. It can also be used to learn

culture especially that of the English speaking country and shows how people converse, take attitude and think about something.

Furthermore, Pilkington (2010) claims where vodcasts were used in a substitutionary (rather than a supplementary) manner, no significant difference between the groups has been noted. Where positive results have been found improved cognition in experimental-type situations with pre- and post-tests, where vodcast use does appear to lead to improve short- and medium-term knowledge retention.

Just as in many English teaching situations, the teachers play a key role in using vodcast as an aid for language teaching for they have the prime responsibility of creating a successful language learning environment. The teachers should be aware that vodcast should never be considered as a medium which rivals or overshadows them, but it is a useful aid for instruction. That is, vodcast cannot replace the teacher because it can only be used to teach things which are recorded on. One cannot ignore the fact that sometimes vodcast can be ineffective without the teachers, because it is, they who enable the students to comprehend what they watch and listen by using some different communicative techniques (Ghafoor and Wahab 2013).

It is observed that the use of vodcast in delivering instructions to students can be beneficial and effective, for second language learners and those with learning difficulties, vodcasts provide unique opportunities for students to work at their own pace. Students get to see 'language in use' (Lasa, 2017); students gain confidence to express themselves orally as they can repeat and imitate real examples (Ramirez, 2012) and vodcast can be a learning model that enables learners to select and use target language accurately (Sherman, 2013) considering the mode of delivery in

teaching and learning process in this time of pandemic is modular learning where students are having a hard time understanding their lessons in English.

### **Related Studies**

Vodcasts are the podcasts with video content instead of audio (Dupugne, Milette & Grinfeder, 2010). For this reason, vodcasts are also known as video podcasts. As of January 2020, there were more than 850,000 podcasts and 30 million episodes available around the globe, and these numbers are increasing daily (Winn, 2020).

Studies investigating the use of vodcasts in education have largely found that, as with audio podcasts, they are popular with students at a fundamental level as they provide them with control over their own learning environment, both in terms of where and when they learned their pace of learning and what they had to learn (Jarvis & Dickie, 2010).

In a case study by Johnes (2010), students who used podcasts in an Economics class reported that they found the podcasts to be “immensely helpful”.

A pilot study of podcasting by Chan and Lee (2011) found that a series of informal, talkback radio-style audio clips, delivered in a timely fashion through podcasting, reduces the in-class anxieties of Information Technology students while also being more flexible and effective than alternative methods (i.e., websites and handouts). They found that 96% of the respondents would be willing to listen to additional audio material made available in MPS format.

Nonetheless, it is a magnificent opportunity for learners to interact with each other by sharing their opinions through leaving comments about each uploaded recording, providing feedback for them, and consequently, developing a critical thinking procedure (Perez et al., 2011).

Moreover, it is necessary for any means of education to evaluate students' attitudes, perceptions, and feelings towards it. Some researchers reported different students' attitudes towards the use of podcasting technique. In many cases students held positive attitudes towards the implementation of podcasting technique into the distance language learning program. Higher level of academic self-efficacy was observed among students using podcasting comparing to those who did not (Chester et al, 2011).

The above-mentioned studies on the use of vodcasting in education had revealed significant effect among the learners, they provided them with control over their own learning (Jarvis & Dickie, 2010), podcasts are immensely helpful (Johnes, 2010), and reduces the in-class anxieties of students while also being more flexible and effective methods (Chan and Lee, 2011). Thus, students held positive attitudes towards the implementation of podcasting technique into the distance language learning program (Chester et al, 2011). Although they are under distance learning modality, students were motivated to learn because they found vodcasting as an effective way of delivering lessons.

In retrospect, users of podcasting provided feedback about this technology and mentioned some reasons for using it. For instance, in many cases it was stated that podcasting can help them to revise the complicated materials for the exam.

One study has noted that there is a positive correlation between time spent viewing vodcasts and improved performance. Apart from one study where vodcast use led to lower scores in some test questions, there do not appear to be any detrimental effect to the use of vodcasts. As positive results may depend on the types of vodcasts used and may be more prevalent in specific knowledge areas (Pilkington, 2010).

Furthermore, evidence supporting the beneficial impact of video podcasts on student performance has been presented in three different formats: test scores, self-report data and changes in practice. With respect to test scores, a number of studies observed significant differences in scores between students who used video podcasts vs. students exposed to more traditional teaching methods. Traphagan et al. (2010) stated that students who watched more video podcasts appeared to perform better in testing situations. Finally, two studies noted significant gains in grades as a result of using enhanced podcasts (Vajoczki et al., 2010) or segmented video lectures (Wieling & Hofman, 2010).

Regarding self-report data, students said that team and technology skills improved (Alpay & Gulati, 2010) as a direct result of using video podcasts. So, Pow, and Hung (2009) added that student teachers felt that they gained knowledge in a number of areas including teaching skills, teaching design, use of resources, classroom management, and pupil participation. In terms of change in practice, Armstrong, Idriss, and Kim (2011) noted that video podcast users outperformed pamphlet users in terms of knowledge and the correct use of sunscreen. Jarvis and Dickie (2010) reported positive change in field technique practice as a result of viewing video podcasts.

Consequently, Alm (2013) examined the use of podcasts for EL practice in an intermediate German class. Twenty-eight students of German listened to German language podcasts as well as wrote reflective blogs on their podcast use over a semester. The results indicated that the podcast use was highly effective in helping German students become exposed to authentic German input and that the freedom of students to choose their own podcasts increased their enjoyment and engagement with the listening materials.

Similarly, Yeh (2013) conducted a podcast-based EL study with a group of 23 undergraduates in an integrated English speaking and listening course. The results showed that the students found podcast-based listening highly influential and effective in improving their language proficiency as well as knowledge of the world. Despite being mostly satisfied, the students were sometimes frustrated due to the pace of the speakers in the podcasts.

In a more recent study, Faramarzi et al. (2019), working with 120 college-level learners, examined the potential of vodcasts in developing listening comprehension in a pre-test/post-test design study. They utilized 20 teacher-selected vodcasts of varying genres (from grammar vodcasts to news vodcasts) over a period of 12 weeks. The results indicated that students significantly increased their listening comprehension scores by the end of the 12-week treatment. Further, there was a positive association between the L2 listening achievement and the level of engagement with vodcasts.

In some studies, the use of vodcasting or videopodcasting was mentioned as a tool to improve vocabulary learning exercise. The vodcasting system proved to be successful in enhancing vocabulary knowledge (Amemiya et al., 2017 as cited in Faramarzi 2015).

The effect on the use of vodcasting was seen in the performance of the students academically. Traphagan et al. (2010) stated that students who watched more video podcasts appeared to perform better in testing situations. Similarly, two studies noted significant gains in grades as a result of using enhanced podcasts (Vajoczki et al., 2010) or segmented video lectures (Wieling & Hofman, 2010).

Aside from this, listening skills and vocabulary learning were seen to improve because of the use of vodcasting. Also, podcast-based listening is highly influential and effective in improving their language proficiency (Yeh, 2013) and students

significantly increased their listening comprehension scores after vodcast treatment (Faramarzi, 2019). Hence, for the second language learners, it could be a useful way to impart these skills.

In sum, the attitudes towards the podcasting technology in language learning programs have been mostly positive. As an example, Chester et al. (2011) compared podcast users with non-users and stated that those who spent time reviewing podcasts had a higher level of self-efficacy. Podcasting users referred to the usefulness and convenience of the presented materials as an adjunct tool to catch up with the pace of instruction.

However, some studies found that the use of podcasting does not lead to a higher performance in developing language skills. For instance, in a study on the effect of podcasting on vocabulary building, Palalas (2009) found that despite its overwhelming acceptability rate, the incorporation of this tool mostly resulted in rote memorization of words.

Nonetheless, some other studies underscored the positive effect of podcasting. The use of podcasting to develop grammar, listening comprehension, and cultural diversity was the focus of a study by Chan, Chen, and Doppel (2011). Students received a thirteen-week treatment period of getting 14 podcasting lessons. The results indicated the superiority of students' performance.

Lowman (2014) compared the use of podcasts and vodcasts in vocabulary development and concluded that the vodcasts group significantly outperformed the podcast one in both receptive and expressive skills.

Additionally, Litchfield et al, (2010) highlighted the superiority of vodcasting tasks in improving multimedia communication skills and raising the students' awareness about the potentials of the vodcasting technology.

Furthermore, Sadeghi and Ghorbani (2017) found that implementing TED vodcasts had a significant effect on oral proficiency of Iranian EFL learners.

In a different study, Faramarzi, Tabrizi, and Chalak (2019) investigated the effect of video podcasting tasks on listening comprehension progress of the Iranian intermediate learners. The results indicated the superior performance of the students which was supported by a statistically significant increase in listening comprehension scores from pretest to posttest.

Thus, it is substantial to note the various skills being developed through the use of vodcasting in learning, grammar, listening comprehension, and cultural diversity (Chan, Chen & Dopel, 2011), vocabulary development (Lowman, 2014), multimedia communication skills (Litchfield et al, 2010) and listening comprehension (Faramarzi, Tabrizi, and Chalak, 2019). Students not only benefit from viewing the recorded lecture once but they can review the confusing part of the lecture over again to have a complete grasp of the concept.

Correspondingly, audioblogs, the way in which audio file are uploaded and shared between different learners, was investigated by some researchers (Hsu et al., 2008 as mentioned in Faramarzi 2015) and it is believed that this kind of distance technology can be equally practicable to motivate students for more cooperative activities.

According to findings provided by (Walls, Kucsera, Walker, Acee, McVaugh, & Robinson, 2010) students do not find vodcasts particularly useful in their studies. They think that supplementary vodcasts contribute something in their learning. Also, students utilize vodcasts in rather different ways and in rather different circumstances.

Podcasting and vodcasting to BSc Geography students was conducted by Brown (2011) revealed that the majority of students reported using podcasts and

vodcasts whilst sat at computers either at home or at university. Students reported several perceived benefits from podcasts including their use as a revision aid and a tendency towards more reading of the literature. Students were fully supportive of the podcasting experience and suggested useful ideas for improvements for future podcasting initiatives.

Alarcón, Blanca and Bendayan (2017) conducted an examination of the Student Satisfaction with Educational Podcasts Questionnaire (SSEPQ). The results suggest that there is a high level of satisfaction with podcasts as a tool to improve learning. The questionnaire is a brief and simple tool that can provide lecturers with direct feedback from their students and may prove useful in improving the teaching-learning process.

In the study conducted by Tanaka (2010) she found out that vodcasts can be effective instructional technology but that it also involves changing, complex technology that can be challenging to utilize effectively.

In the same manner, Negrelli (2012) examined the students' perception toward supplemental vodcasts for Japanese Language Learners. He found out that the majority of students enjoyed viewing the vodcasts, and perceived them as interesting, relevant, and beneficial to the development of skills related to listening comprehension, culture, grammar, and vocabulary.

Weinberg et al., (2011) pilot of podcasts developed for 75 French immersion students, feedback solicited through questionnaires and discussions revealed that almost all students found the podcasts easy or very easy to watch. Furthermore, 66% - 82.3% indicated experiencing a medium, high or very high level of enjoyment from watching the podcasts.

Similarly, data from Chan's (2014) study of video podcasting for German language beginners also revealed that students were highly satisfied with the mobile materials, with more than 60% of them agreeing to statements such as "I enjoyed watching the vodcasts," "I am now more open to learning through vodcasts in the future," and "Watching the vodcasts has made me more motivated to learn the language."

In Moura and Carvalho's (2012) study using the ARCS model of motivational design, which defines the learning cycle of Attention, Relevance, Confidence, and Satisfaction as the four key strategies for promoting students' motivation in learning, students expressed satisfaction with French and Portuguese podcasts incorporated into their curriculum.

From the study conducted from the different parts of the world, it is highlighted that the implementation of vodcast was found successful. Therefore, in Philippine setting, it could be interesting to incorporate the use of vodcasting in presenting lessons most especially that the mode of learning is modular instruction.

On the contrary, language learning podcasts have produced such positive outcomes. One investigation conducted in a freshman English class at a Japanese university, for example, reported that 45.3% of the students found the podcast resources provided "not useful" (Monk, Ozawa, & Thomas, 2006 as cited in Negrelli 2012).

Similarly, Abdous et al.'s (2009 as cited in Negrelli 2012) investigation of the use of podcasts in eight language and literature courses at an American university also produced negative responses.

Faramarzi, Heidari, and Chalak (2021) investigated the major potentials and challenges of vodcasting technology in improving major language skills from EFL learners' perspectives.

As for second language major skills and sub-skills, the effect of podcasting on developing vocabulary was previously investigated by several researchers (e.g., Elekaei, 2018; Ghobadi and Taki, 2018; Heidari Tabrizi and Onvani, 2018; Khodarahimi and Heidari-Shahreza, 2018; Ardestani, 2017) Likewise, its marvellous effect on grammar was studied by Nabati (2018). Moreover, its constructive effect on reading comprehension was studied by Azadi and Azad (2017).

Besides investigating the role of podcasting in enhancing L2 major skills, Chan et al. (2011) believed that podcasting technology can endorse cultural diversity.

In a different study, however, Faramarzi et al. (2018) focused on the genuine performance of Iranian intermediate students who worked on podcasting tasks as part of a comprehensive E-learning program to promote their language learning skills. The results demonstrated the predominant positive support to the benefit of video podcasting tasks.

However, Chan et al. (2011b) explored the efficacy of podcasting in motivating students and found positive results about the motivating capacity of podcasting among Chinese and Korean students. The researchers confirmed their studies with statistically significant differences in the perceptions and attitudes of podcast users comparing to non-users related to motivation, expectations, and teacher encouragement.

Podcasting also provided a sound model for teaching in immersion programs in a study by Martin and Beckman (2011). Alleviating the stressful situation that any

new learning program might bring about, podcasting proved to be excellent in removing the affective filters of the learners.

In many of the previous studies, learners' opinions were positive e.g., Chester et al. (2011) found that podcast users demonstrated higher level of self-efficacy comparing to non-users.

In conclusion, it is vital and necessary to recognize the positive effect on the use of vodcasts in teaching and learning process since numerous studies have recommended that vodcasting offers more learning opportunities for the learners and helpful to understanding the concepts and lessons they are studying.

## Chapter 3

### RESEARCH METHODOLOGY

This chapter presents the research methodology of the study which includes the research design, research locale, population and sample, research instrument, data gathering procedure and statistical treatment of data.

#### **Research Design**

The study utilized quantitative method research to find out the effectiveness of vodcasting as language teaching strategy in reducing language learning difficulties of low achieving students from grades 7, 8, 9 and 10 of Suba National High School Gagalog Annex.

Descriptive method of research was used to determine the frequency of language learning difficulties of the respondents before and after the exposure to the vodcasting strategy. Results of pre and post assessment were used to measure the significant difference in the respondents' frequency of language learning difficulties in the making of the research. Also, a questionnaire about the teacher efficiency in using vodcast and learning engagement of the students was administered to determine the perceptions of the students who used vodcast as an aid to learning English lessons.

#### **Respondents of the Study**

The respondents of the study were the forty (40) low-achieving students from Grade 7-10 of Suba National High School Gagalog Annex in the district of Majayjay, for the school year 2020-2021. The mastery level for the first quarter was used to identify the low-achieving learners who have 70-75 grade in English subject. Since all the students were under modular distance learning and experiencing language

learning difficulties, the researcher decided to choose the locale and the said institution as an immediate environment where access of data was greatly possible and observable.

Purposive sampling technique was utilized through identifying the low-achieving students from grade level 7 to 10. They were chosen as subject to be taught using vodcast lessons in second quarter. There were 10, 12, 9 and 9 students from grade 7, 8, 9 and 10 respectively who underwent teaching and learning using vodcast.

### **Research Procedure**

Necessary permits and communication letters to conduct the study were first secured. A letter of approval was sought from the Office of the Administrations and consent from the students in the locale of the study to allow the researcher to conduct.

The researcher administered a pre-test on the lessons to be taken for the entire second quarter in English. The printed copies of the examination were distributed together with the self-learning modules of the learners through the paramovers of the school. They were the ones who deliver and retrieve the learning package essentials of the learners residing in their respective barangays.

Similarly, the researcher prepared the lessons for the second quarter in English and recorded the discussions with detailed instructions on the learning tasks to be answered by the learners. The recorded lesson was called the enhanced vodcast (Kay, 2012) where the teacher captured the video footage of the slideshow or the soft copy of the modules provided with audio explanation. These vodcast lessons were sent to the students through Bluetooth, share it, messenger and uploaded in the Facebook page of the students. The schedule of the uploading of the vodcast lesson was Tuesday evening and to be viewed on Wednesday for English time.

Finally, after utilizing this strategy in teaching, the researcher conducted the post-test and the validated questionnaire on the use of vodcast. The same process was done in the distribution of the pre-test and questionnaire; however, the researcher also provided an online google forms for easy retrieval of information since there were students who can access the internet.

As soon as the sets of instruments were administered and carefully accomplished by the respondents, retrieval of the questionnaires or the data gathering instruments immediately followed. This was handled carefully by the researcher to observe confidentiality of the information of the respondents.

The researcher tallied, tabulated the gathered numerical data and were presented in tables. The analysis and interpretation of the gathered data were followed.

### **Research Instrumentation**

The researcher employed a pre-test and post-test to determine the effectiveness of the vodcasting as language teaching strategy towards the second language learners. The learning tasks in the self-learning modules was utilized as the main language material to determine the effectiveness of the vodcasts prepared by the researcher. The content of the learning episodes in the vodcasts are the lessons in the first and second quarter of the modules consisting of grammar and literature topics. The vodcasts were sent to the learners through share it and were also available in the messenger and Facebook page of the school. In addition, a teacher-made questionnaire about the teacher's efficiency in using vodcast and learning engagement of the students was administered to determine the perceptions of the students who used vodcast as an aid to learning English lessons.

The questionnaire was made up of two parts (1) teacher-focused factors that include voice quality, language use and knowledge on the subject (2) students' related factors that consist of learning engagement, learning satisfaction and viewing willingness. Thus, it was a 4-point Likert scale questionnaire, 4 being the highest point and 1 being the lowest point.

### **Statistical Treatment**

The data gathered were collected and sorted for the treatment and analysis in response to the problems posed in the part 1 of this research. Appropriate statistical treatments were applied to determine the significant difference and find out the effectiveness of vodcast as a tool in language learning under modular instruction.

**Table 1. Statistical Tools Used in the Study**

<b>Statement of the Problem</b>	<b>Statistical Treatment</b>
1. What is the level of students' perceptions on teacher use of vodcast with regard to voice quality, language used, and knowledge of the subject?	Weighted Mean and and Standard Deviation
2. What is the level of the following students' factors related to using vodcast: learning engagement, learning satisfaction, and viewing willingness?	Weighted Mean and and Standard Deviation
3. What is the level of students' performance before and after using vodcast as revealed by pre-test and post-test?	Weighted Mean and and Standard Deviation
4. Is there a significant difference between the pre-test and post-test performance of the students?	Paired T-test

## Chapter 4

**Presentation, Analysis and Interpretation of Data**

This chapter presents the data gathered on the Vodcasting as aid in language learning under modular instruction. The data are presented in the order that the research problems of the study, specifically the students perception using vodcast are presented. The level of students' performance in terms of pretest and posttest is also presented.

**Students' Perceptions using Vodcast**

Table 2 presents the weighted mean distribution and standard deviation of students' insights on teacher use of vodcast as an aid in learning in terms of voice quality of the teacher who delivers lesson using this mode of learning.

**Table 2. Level of Students' Perceptions on Teacher Use of Vodcast With Regards to of Voice Quality**

Indicator	Mean	SD	Verbal Interpretation
1. The teacher speaks clearly and understandably in the vodcast.	3.55	0.61	Strongly Agree
2. The teacher models appropriate inflection and enunciation.	3.65	0.58	Strongly Agree
3. The teacher speaks loudly enough for everyone to hear and changes tone and pace to maintain students' interest.	3.58	0.61	Strongly Agree
4. The teacher uses very interesting expression and sounds throughout the vodcast.	3.74	0.55	Strongly Agree
5. The teacher talks with certainty and confidence.	3.65	0.58	Strongly Agree
<b>Weighted Mean: SD</b>	<b>3.63 : 0.59</b>		
<b>Verbal Interpretation</b>	<b>Strongly Agree</b>		

**Legend**4  
3  
2**Range**3.26-4.00  
2.51-3.25  
1.76-2.50**Verbal Interpretation**Strongly Agree  
Agree  
Disagree

1

1.00-1.75

Strongly Disagree

As shown in Table 2, the use of vodcast as a tool to aid language learning under modular instruction in terms of voice quality was found interesting with average weighted mean of 3.63 and SD of 0.59. The statement *The teacher uses expression and sounds very interesting throughout the vodcast* garnered the highest weighted mean score of 3.74 and an SD of 0.55. This implies that the teacher who delivers the vodcast lesson maintains the interest of the learners who view the vodcast through the sounds and expressions executed by the teacher.

The statements *The teacher talks with certainty and confidence* and *The teacher models appropriate inflection and enunciation* obtained the same weighted mean score of 3.65 and 0.58 SD. Also, the statement *The teacher speaks loudly enough for everyone to hear and changes tone and pace to maintain students' interest* achieved a weighted mean score of 3.58 and an SD of 0.61.

On the other hand, the statement *The teacher speaks clearly and understandably in the vodcast* gained the lowest weighted mean of 3.55 and an SD of 0.61. This means that the teacher in the vodcast might be speaking in a speedy manner where the students find it hard to listen and understand.

As Parra (2016) implies podcasts are useful for auditory learners in the sense that they can hear the information at their own pace, and it even reduces shyness and fosters motivation. This is the main reason why the teacher should demonstrate a quality speaking voice most importantly because of the platform being used in teaching like vodcast.

Thus, teachers' tone of voice could also be the source of motivation for the students to listen and learn effectively using vodcast. This also helps the diverse learners who prefer various way of teaching discover meaningful insights and experiences. Thus, students can easily locate instructions from the self-learning

module because it was being shown in the vodcast with additional explanation from the teacher who handles the subject herself.

As strengthened by Chan et al. (2011), the use of audio podcasting not just for the development of listening skills, which is often and rightly advocated because of the auditory nature of the medium, but also for other language skills and areas, especially the transmission of culture and country information. Hence, teachers must be sensitive enough in the production of audio material especially if the lesson tackles the listening skills of the students because it can be crucial for the learners to focus on the listening material in the vodcast.

In sum, the elements like voice projection, sound and pronunciation play a big role in the production of learning material like vodcast. These help the learners understand better the information being supplied by the teachers. Since vodcast is a combination of audio and video material, the expressions and gestures also facilitated the way of perceiving the idea and concept being taught by the teacher.

Table 3 on the next page illustrates the weighted mean distribution on respondents' perceptions towards vodcasting in terms of language used by the teacher in discussing lessons in English.

**Table 3. Level of Students' Perceptions on Teacher Use of Vodcast With Regards to Language Use**

Indicator	Mean	SD	Verbal Interpretation
1. The teacher includes language features and variety that are related to our experiences to make the vodcast interesting.	3.60	0.63	Strongly Agree
2. The teacher uses familiar language and correct grammar in the vodcast.	3.74	0.55	Strongly Agree
3. The teacher adapts speech for the content and task, demonstrating command of formal English.	3.70	0.56	Strongly Agree
4. The teacher uses specific clear vocabulary.	3.76	0.43	Strongly Agree
5. The teacher uses strategies and knowledge of language conventions.	3.79	0.41	Strongly Agree

<b>Weighted Mean : SD</b>		<b>3.72 : 0.52</b>
<b>Verbal Interpretation</b>		<b>Strongly Agree</b>
<i>Legend</i>	<i>Range</i>	<i>Verbal Interpretation</i>
4	3.26-4.00	Strongly Agree
3	2.51-3.25	Agree
2	1.76-2.50	Disagree
1	1.00-1.75	Strongly Disagree

The first statement, *The strategies and knowledge of language conventions were exemplified by the teacher who used vodcast to present lessons to students* got the highest rating of  $M=3.79$ ,  $SD=0.41$ . This was followed by the statement, *The learners can relate and understand the topics in English because the teacher uses specific and clear vocabulary* with  $M=3.76$ ,  $SD=0.43$ . It can be noted that the teacher had shown different combinations of ways to manipulate language to show the audience something in a unique way.

In addition, the remaining statements, *The teacher uses familiar language and correct grammar in the vodcast* and *adapts speech for the content and task, demonstrating command of formal English* got  $M=3.74$ ,  $SD=0.55$  and  $M=3.70$ ,  $SD=0.56$  respectively. Although, it was observed that the teacher includes language features and variety that are related to the students' experiences to make the vodcast interesting, it got the lowest rating of  $M=3.60$ ,  $SD=0.63$ . This suggests that the language used by the teacher was contextualized and localized to make it related to the experiences of the learners since the respondents are the low-achieving students. The language material was familiar to them that it made the vodcast lesson noteworthy for them.

Based on the result, it can be drawn that the students shown affirmation in terms of the language use by the teacher who performs vodcast in presenting the lesson in English with an evident over-all mean of 3.72. The learners can follow the teacher's discussion because the language of instruction is easy and familiar to them.

According to Ghafoor and Wahab (2013), vodcast can be used to teach listening to students who neither have the opportunity to speak and listen to English outside their classrooms, nor read English from their textbooks. In some cases, the teacher uses the vernacular (regional language) to teach English. This hiatus in learning can be filled up by vodcast in providing the students an opportunity to practice language in a supportive learning environment. Vodcast provides content creators (teachers) the opportunity to create and use relevant and engaging teaching materials.

For the last table under teacher-focused, Table 4 below discloses the weighted mean distribution on the students' perceptions using vodcast in terms of the knowledge of the subject of the teacher.

**Table 4. Level of Students' Perceptions on Teacher Use of Vodcast With Regards to Knowledge of the Subject**

Indicator	Mean	SD	Verbal Interpretation
1. The teacher communicates full understanding of the topic.	3.78	0.48	Strongly Agree
2. The teacher exemplifies creativity and clear explanation of the learning tasks.	3.68	0.59	Strongly Agree
3. The teacher makes a great connection to the topic and enhance the students' understanding.	3.63	0.56	Strongly Agree
4. The teacher demonstrates full knowledge with explanations and elaborations.	3.73	0.45	Strongly Agree
5. The teacher has impressive insights and engaging control of information.	3.80	0.46	Strongly Agree
<b>Weighted Mean : SD</b>	<b>3.72 : 0.51</b>		
<b>Verbal Interpretation</b>	<b>Strongly Agree</b>		

Legend	Range	Verbal Interpretation
4	3.26-4.00	Strongly Agree
3	2.51-3.25	Agree
2	1.76-2.50	Disagree
1	1.00-1.75	Strongly Disagree

The teacher who discussed language lessons in the form of vodcast exhibited impressive insights and engaging control of information with the highest rating of  $M=3.80$ ,  $SD=0.46$ . It was followed by the statement, *The teacher communicates full understanding of the topic* with the rating of  $M=3.78$ ,  $SD=0.48$ . This reveals that the teacher in the vodcast showed the mastery of the lesson because the learners were

impressed and engaged with the delivery of information with total awareness of the lessons.

In the same manner, the statements *The teacher demonstrates full knowledge with explanations and elaborations*, and *The teacher exemplifies creativity and clear explanation of the learning tasks*, gained a weighted mean of 3.73 and 3.68 with 0.45 and 0.59 SD respectively. The learners responded favorably with the statement, *The teacher makes a great connection to the topic and enhance the students' understanding* though it got the lowest weighted mean of 3.63 with 0.56 SD. This means that the lessons presented by the teacher was logically connected with each other because the learners can find the relation among the information given.

From these, the level of students' perception to teacher using vodcast as to knowledge of the subject has a descriptive rating of strongly agree and was disclosed by the over-all mean of 3.72.

Ghafoor and Wahab (2013) opine that the teacher should be a good organizer in teaching the foreign language through vodcast and should know exactly what leads to success in learning and teaching of the language. The teachers need to provide only useful information and avoid confusing instructions to the learners so that they do not waste time in the learning process. The teacher should clearly explain to the students what they are going to watch in the vodcast and the activities (tasks) which follow. The teacher should be aware of the details of the materials which are to be taught before the activity so that there can be effective time management and it can make the students feel comfortable and facilitate learning. Taking into consideration these factors in mind, the teacher should encourage active viewing in the classroom and facilitate successful language learning. In addition to that, the teacher should develop a plan for each vodcast program and encourage active viewing of the

students. To aid comprehension, the teacher should prepare viewing guides which are easy and relevant to the language level of the students.

Moreover, in the study conducted by Hoven and Palalas (2011), students perceived the podcasts and vodcasts as flexible and convenient, and said that these enabled them to learn wherever they are and whenever they choose to. Both the course teachers and students were of the opinion that the vodcasts were most useful for the development of the students' listening skills.

On the other hand, in the study of Weinberg et al., (2011) revealed that the students were apparently satisfied with the vodcast contents, they found the presentation to be "boring and not engaging," as the speakers were simply reading from prepared scripts and the videos did not have any fanciful visual effects.

As a conclusion, despite the contradictory literature, the respondents of the current study paid close attention to the teacher's way of presenting the lesson through vodcasting medium in terms of voice quality, language use and knowledge of the subject in a positive response.

### **Students' Engagement Using Vodcast**

Table 5 unfolds the level of students' learning engagement using vodcast. Similar to the prior tables in teacher-focused statements, the table obtained a descriptive rating of strongly agree.

**Table 5. Level of Students Factors related to Vodcast in Terms With Regards to Learning Engagement**

<b>Indicator</b>	<b>Mean</b>	<b>SD</b>	<b>Verbal Interpretation</b>
1. My listening skills improved as a result of viewing the vodcast.	3.65	0.60	Strongly Agree
2. Video podcasts motivate me to work on grammar lessons more.	3.58	0.65	Strongly Agree
3. I extend time learning the subject because of the vodcasts.	3.69	0.54	Strongly Agree

4. Viewing the vodcasts helped me greatly in learning the grammar and vocabulary of English.	3.70	0.60	Strongly Agree
5. The information I review and learn from viewing the vodcasts contributed greatly to my knowledge of English subject.	3.73	0.53	Strongly Agree
<b>Weighted Mean : SD</b>	<b>3.67 : 0.59</b>		
<b>Verbal Interpretation</b>	<b>Strongly Agree</b>		

<i>Legend</i>	<i>Range</i>	<i>Verbal Interpretation</i>
4	3.26-4.00	Strongly Agree
3	2.51-3.25	Agree
2	1.76-2.50	Disagree
1	1.00-1.75	Strongly Disagree

The fifth statement, *The learners found the information they learned from viewing the vodcasts contributed greatly to their knowledge of the English subject* has the highest rating of  $M=3.73$ ,  $SD=0.53$ . Also, the learners rated the statement *Viewing the vodcasts helped me greatly in learning about grammar and vocabulary of English* with  $M=3.70$ ,  $SD=0.60$ . This entails that the learners were highly engaged with the vodcast lesson utilized by the teacher because they enhanced and developed their grammar and vocabulary skills.

The statements *I extend time learning the subject because of the vodcasts*, *My listening skills improved as a result of viewing the vodcast*, and *Video podcasts motivate me to work on grammar lessons more* garnered weighted mean scores of 3.69, 3.65 and 3.58 with SDs of 0.54, 0.60 and 0.65 respectively. They uncover the effectiveness of vodcast as a learning guide among the students because it helped them improve their comprehension and motivated them to learn and work more on their weakness in the subject.

The level of students' perceptions using vodcast with regards to learning engagement got a descriptive rating of strongly agree and was disclosed by the overall mean of 3.67. Thus, this implies that learning English through vodcast is an effective tool to reach the learners who are having hard time learning the subject.

Lasa (2017) mentioned that students who use materials with English subtitles develop in a very notable way their reading and oral skills, the use and learning of new vocabulary, and their motivation to read. Especially, it increases their listening comprehension skills. Likewise, Ghafoor and Wahab (2013) remarked that vodcast as a listening tool enhances the listening experience of students. The settings, actions, emotions and gestures that the students observe in a video clip provide an important visual stimulus for language production and practice.

This is supported by the study of Chan, Chen, and Doppel (2011) that underscored the positive effect of podcasting in developing grammar, listening comprehension, and cultural diversity which indicated the superiority of students' performance.

In a comparative study, Lowman (2014) compared the use of podcasts and vodcasts in vocabulary development. It was concluded that the vodcasts group significantly outperformed the podcast one in both receptive and expressive skills.

In congruent to this study, Faramarzi, Heidari Tabrizi, and Chalak (2019) investigated the effect of videopodcasting tasks on listening comprehension progress of the Iranian intermediate learners. The results indicated the superior performance of the students which was supported by a statistically significant increase in listening comprehension scores from pretest to posttest.

Therefore, the use of vodcasting in education manifested positive effect among the learners. It does not only supplement the lessons of the teacher but enhances the skills of the students as well.

**Table 6. Level of Students Factors related to Vodcast With Regards to Learning Satisfaction**

Indicator	Mean	SD	Verbal Interpretation
1. Video podcasting materials are helpful in enhancing my vocabulary control.	3.88	0.33	Strongly Agree

2. The vodcasts are useful in learning grammar lessons.	3.71	0.46	Strongly Agree
3. The vodcasts make it easier for me to learn English lessons.	3.70	0.46	Strongly Agree
4. I am satisfied with the vodcast as a learning tool for this subject.	3.81	0.42	Strongly Agree
5. The vodcasts provide clear information about the practical contents and topics.	3.64	0.60	Strongly Agree
<b>Weighted Mean : SD</b>	<b>3.75 : 0.47</b>		
<b>Verbal Interpretation</b>	<b>Strongly Agree</b>		

<i>Legend</i>	<i>Range</i>	<i>Verbal Interpretation</i>
4	3.26-4.00	Strongly Agree
3	2.51-3.25	Agree
2	1.76-2.50	Disagree
1	1.00-1.75	Strongly Disagree

The data presented above reveal that video podcasting materials are helpful in enhancing the vocabulary control of the learners with the highest rating of (M=3.88, SD=0.33). The respondents were satisfied with the vodcast as a learning tool for English subject (M=3.81, SD=0.82). It can be noted that the students find the use of vodcast satisfying and helpful since they do not have tutors to teach them.

The students believed that vodcasts are useful for learning grammar and it makes easier to learn English lessons, and it provides clear information about the practical contents and topics with M=3.71, SD=0.46, M=3.70, SD=0.46, and M=3.64, SD=0.60 respectively. This means that the vodcast lessons assisted the students in studying the concepts and topics in English because it provides useful insights that are highly applicable in real-life scenarios.

Amemiya (cited in Framarzi 2015) that the vodcasting system proved to be successful in enhancing vocabulary knowledge of the learners.

The result is supported by the statement of Siddell (2011) who posited that students get to see 'language in use' because of their cultural and linguistic references, using media for teaching purposes makes these resources 'the equivalent of a portable immersion experience'.

Therefore, vodcasting helps the students exercise their vocabulary through the initiative of the teacher who gives language prompts. Although the lesson is recorded, learners get to learn and discover the meaning of the words used in the discussion by re-watching the lessons over again.

Ramirez (2012) stressed that students gain confidence to express themselves orally as they can repeat and imitate real examples, therefore, their motivation increases. In the same manner, Sherman (2013) stated that vodcast can be a learning model that enables learners to select and use target language accurately.

Likewise, Alarcón, Blanca and Bendayan (2017) conducted an examination of the Student Satisfaction with Educational Podcasts Questionnaire (SSEPQ). The results suggest that there is a high level of satisfaction with podcasts as a tool to improve learning.

From the gathered result, the level of students' perceptions towards vodcasting with regards to learning satisfaction obtained a strongly agree descriptive rating and showed that learners enjoy new learning venture using vodcast in English lessons. This was evidently disclosed by the over-all mean of 3.75.

**Table 7. Level of Students Factors related to Vodcast With Regards to Viewing Willingness**

<b>Indicator</b>	<b>Mean</b>	<b>SD</b>	<b>Verbal Interpretation</b>
1. I view the vodcasts more than once/repeatedly.	3.55	0.69	Strongly Agree
2. I love viewing the vodcasts because I gain confidence in my abilities to do English language activities.	3.71	0.62	Strongly Agree
3. I love viewing the vodcasts because I gain confidence in my ability to learn independently.	3.65	0.51	Strongly Agree
4. I love viewing the vodcasts because I gain confidence in my ability to understand the lessons in English.	3.86	0.35	Strongly Agree
5. I spend time watching the vodcast, because I understand the lessons easily.	3.68	0.57	Strongly Agree
<b>Weighted Mean : SD</b>	<b>3.69 : 0.57</b>		

Verbal Interpretation		Strongly Agree
<i>Legend</i>		<i>Verbal Interpretation</i>
	<i>Range</i>	
4	3.26-4.00	Strongly Agree
3	2.51-3.25	Agree
2	1.76-2.50	Disagree
1	1.00-1.75	Strongly Disagree

The data above reveal that the students love viewing the vodcasts because they gain confidence in their ability to understand the lessons in English and to do English language activities (M=3.86, SD=0.57) and (M=3.71, SD=0.62) respectively. It can be concluded that through watching the vodcast, the confidence of the students to understand and performed related tasks in English lessons was increased.

The remaining statements, *They spend time watching the vodcast so that they will understand the lessons easily*, and *They love viewing the vodcasts because I gain confidence in my ability to learn independently* acquired M=3.68, SD=0.57 and M=3.65, SD=0.51 respectively.

In like manner, students would return to viewing the vodcasts more than once has a favorable response, but it accumulated the lowest weighted mean score of 3.55 with 0.69 SD. This infers that students would love to re-watch the vodcast lesson once again because they gained confidence in their capacity in perceiving the language lessons.

Negrelli (2012) examined the students' perception toward supplemental vodcasts for Japanese Language Learners, he found out that the majority of students enjoyed viewing the vodcasts, and perceived them as interesting, relevant, and beneficial to the development of skills related to listening comprehension, culture, grammar, and vocabulary. Likewise, Lowman (2014) compared the use of podcasts and vodcasts in vocabulary development and concluded that the vodcasts group significantly outperformed the podcast one in both receptive and expressive skills.

The level of students' perceptions using vodcast in terms of viewing willingness got a strongly agree rating and was disclosed by the over-all mean of 3.69. This is true that learners are mostly visual because they learn better when they see things and moving objects.

Additionally, Litchfield, Dyson, Wright, Pradhan and Courtille (2010) highlighted the superiority of vodcasting tasks in improving multimedia communication skills and raising the students' awareness about the potentials of the vodcasting technology.

Furthermore, Sadeghi and Ghorbani (2017) found that implementing TED vodcasts had a significant effect on oral proficiency of Iranian EFL learners.

In sum, vodcast promotes different learning engagement and satisfaction among the learners especially in today's learning set-up of distance learning, students tend to look for a different way of teaching and learning process since the teacher is not around. Also, Chan et. al (2011) examined the motivating effect of podcasting on students' feelings and perceptions and significant positive results were found as regards the motivating role of podcasting. Students were unanimous about its constructive effects and demanded to continue the same experience.

All in all, the attitudes towards the podcasting technology in language learning programs have been mostly positive. As an example, Chester et al. (2011) compared podcast users with non-users and stated that those who spent time reviewing podcasts had a higher level of self-efficacy. Podcasting users referred to the usefulness and convenience of the presented materials as an adjunct tool to catch up with the pace of instruction.

**Table 8. Students' Mean Performance in the Pre-test**

<b>Student's Performance</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9</b>	<b>Grade 10</b>
<b>Mean</b>	13.4	14.79	14.06	13.28
<b>SD</b>	4.73	5.01	5.42	2.95

<b>Remarks</b>	<b>Fair</b>	<b>Fair</b>	<b>Fair</b>	<b>Fair</b>
<b>Legend</b>		<b>Range</b>		<b>Remarks</b>
5		40.01-50.00		Excellent (E)
4		30.01-40.00		Very Satisfactory (VS)
3		20.01-30.00		satisfactory (S)
2		10.01-20.00		Fair (F)
1		0.00-10.00		Needs Improvement (NI)

Table 8 shows the student's mean performance in the pre-test conducted before using the vodcasting. The students showed *Fair* performance with the mean score of 13.4 and an SD of 4.73 for grade 7 learners. This suggests that students had established a subject knowledge baseline on the topics covered for the second quarter.

The grades 8, 9 and 10 students also showed a fair performance with weighted mean scores of 14.79, 14.06 and 13.28 and SD of 5.01, 5.42 and 2.95 respectively. This implies that most of students' knowledge was based on what they learned in the previous year. They have retained basic information and ideas taught in the said coverage of the topic in the pre- test.

**Table 9. Students' Mean Performance in the Post-test**

<b>Student's Performance</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9</b>	<b>Grade 10</b>
<b>Mean</b>	28.4	26.33	27.50	26.50
<b>SD</b>	4.69	5.92	6.59	5.60
<b>Remarks</b>	VS	VS	VS	VS

<i>Legend</i>	<i>Range</i>	<i>Remarks</i>
5	40.01-50.00	Excellent (E)
4	30.01-40.00	Very Satisfactory (VS)
3	20.01-30.00	Satisfactory(S)
2	10.01-20.00	Fair (F)
1	0.00-10.00	Needs Improvement (NI)

Table 8 indicates the students' performance in the post- test given after using vodcasting. The students showed *Very Satisfactory* performance in the post test as indicated by the mean scores of 28.4 and an SD of 4.69 for the grade 7 learners. It can be acknowledged that the students performed better in English through the application of vodcast lesson.

The grade 8 learners as well displayed a *Very Satisfactory* performance with the rating of M= 26.33, SD= 5.92. This reveals that students achieved additional knowledge in learning the topics in English through the use of vodcasting in presenting the lectures of the teacher.

More so, Grades 9 and 10 also accumulated a *Very Satisfactory* remark with (M= 27.50, SD= 6.59) and (M= 26.50, SD= 5.60) respectively. Therefore, vodcasting achieved its design as an effective tool to aid learning among the learners.

In sum, the result means that students increased their scores in post- test which indicates an increase in their performance as well.

Faramarzi, Heidari Tabrizi, and Chalak (2019) investigated the effect of video podcasting tasks on listening comprehension progress of the Iranian intermediate learners. The results indicated the superior performance of the students which was supported by a statistically significant increase in listening comprehension scores from pretest to posttest.

Nozari and Siamian (2015) found similar results that utilizing podcasting technology can significantly motivate students in the high school. The issue of peer-correction in elevating the speaking ability of IELTS students was also studied by Sarajian and Aminloo (2016). The findings of their study revealed that correcting voice messages by peers through the use of podcasting can significantly support the speaking ability. Likewise, many other advantages of podcasting technology have been concluded by Khanghah and Halili (2015) as they investigated the effectiveness of podcasting on vocabulary enhancement of Iranian students. The researchers emphasized the flexibility feature of podcasting and remarked that this is a tool which can assist the curriculum process more conveniently.

As far as the technical side of learning language skills is considered, in a more recent study on vocabulary enhancement of Iranian students, Hosseini and Choobdari (2017) analytically examined the role of podcasting on Iranian students' level of vocabulary through organizing podcasting tasks for the experimental group and the traditional task types for the control group. After exposing to a twenty-hour instruction as the treatment, the results of the t-test showed that the performance of the experimental group significantly outweighed the control group. Students' attitudes and feelings were correspondingly positive.

**Table 10. Difference between the Students' Pre-test and Post-test Performance**

Students' Performance	Grade 7		Grade 8		Grade 9		Grade 10	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
<b>Mean</b>	13.4	28.4	14.79	<b>26.33</b>	14.06	27.50	13.28	26.50
<b>t-value</b>	-14.476		-9.100		-11.665		-9.611	
<b>p-value</b>	.000		.000		.000		.000	
<b>Analysis</b>	<b>Significant</b>		<b>Significant</b>		<b>Significant</b>		<b>Significant</b>	

Table 10 discloses the difference between the students' performance in the pre-test and post-test as indicated by the computed t- value and p- value. The students showed the *Fair* performance in the pre-test and *Very Satisfactory* performance in the post-test.

The findings present that there is a significant difference between the students' performance based on the pre-test and post- test scores. The computed t-value - 14.476 and p-value of .000 for Grade 7 revealed that the strategy used, vodcasting, served its purpose of supporting the learning capacity of the students under modular instruction.

The t-value of -9.100 and p-value of 0.00 for Grade 8 showed a significant difference in the process of using vodcasting as a tool to help the learners study their lessons in English.

For Grade 9, the t-value of -11.665 and p-value of 0.00 exposed the significant effect of vodcasting in the process of teaching and learning under new normal education. Since the teachers are physically absent, the vodcast lesson substitutes the presence of the teachers.

Lastly, the t-value of -9.611 and p-value of 0.00 for Grade 10 suggested that if it is lower than 0.05 level of significance, hence, the null hypothesis was rejected.

The results are congruent with the findings of Faramarzi, Heidari Tabrizi, and Chalak (2018) who concluded that participants expressed a great sense of satisfaction with the presentation style of vodcasting to promote integrated L2 skills. Vodcast also

assisted learners to be more independent and more willing to continue the project which involved using video podcasts in improving integrated skills.

The significant results of the pre-test and post-test is in agreement with the results of Chan, Chen, and Dopel (2011) which focused on the positive and constructive impact of podcasting on the development of grammar, listening comprehension and cultural differentiation.

The interpreted results of this chapter acknowledged that teachers play a key role in using vodcast as an aid for language teaching for they have the prime responsibility of creating a successful language learning environment. Also, it is considered that vodcast is a useful aid for instruction since most of the public schools in the Philippines implements modular distance learning where the presence and guidance of the teachers are most needed.

Consequently, vodcasting showcased positive effect among the learners and it gave them the chance to harness the macro skills in English, listening, viewing, speaking and reading.

## Chapter 5

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, findings, conclusions and recommendations based on the data gathered.

#### Summary

This study focused on the use of vodcasting as a teaching aid in providing English lessons to students who are into modular distance learning. It aimed to identify the level of students' perceptions using vodcast in terms of teacher focused variables such as: voice quality, language use, knowledge of the subject; determine the level of students' engagement using vodcast in terms of learning engagement, learning satisfaction and viewing willingness; provide students' performance during pre-test and post-test using vodcasting; and find out if there is a significant difference between the pre-test and post-test upon the implementation of vodcasting.

The respondents of the study were the forty (40) low-achieving students from Grades 7-10 of Suba National High School Gagalog Annex in the district of Majayjay, for the school year 2020-2021.

The study utilized quantitative method research to find out the effectiveness of vodcasting as a tool in language teaching. The researcher administered a pre-test before the use of vodcasting as a teaching innovation, after the second grading period and the use the of vodcast in delivering the lessons in English, the posttest was given. Also, a self-made questionnaire was given to identify the level of perceptions of the students in using vodcast.

The data gathered were tallied and interpreted using Weighted Average Mean

(WAM) and Paired T-test. Hence, the result revealed that the level of perceptions of the students to the teacher who used vodcast were given the weighted average mean scores of 3.63, 3.72 and 3.72 in terms of voice quality, language use and knowledge of the subject respectively. On the other hand, the level of perceptions of students in learning engagement obtained a weighted average mean of 3.67, 3.75, and 3.69 when it comes to learning engagement, learning satisfaction and viewing willingness particularly. Therefore, students who are in the mode of modular distance learning found it motivating and enjoyable when viewing vodcast as an instrument in presenting lessons in English.

The findings revealed a significant difference between the students' performance based on the pre-test and post- test scores. The computed  $t = -14.476, -9.100, -11.665$  and  $-9.611$  and  $p = 0.00$  means that lower than 0.05 level of significance, thus the null hypothesis was rejected.

## **Conclusion**

In view of the aforementioned findings, the study has drawn the following conclusions:

1. Vodcasting is an effective tool to aid language learning under modular instruction.
2. Vodcasting can motivate and give confidence to the learners through the delivery of the vodcast with teacher's good quality of voice, familiar language use and mastery of the subject matter.
3. Vodcasting can promote listening, speaking and viewing skills among the learners since the teacher assisted the instruction through audio and video material.
4. The use of vodcast in delivering the lesson was found interesting and enjoyable for the learners because it gives them the chance to learn at their own pace.
5. Vodcasting engaged the students in learning the lessons in English through

providing materials that are related and connected to their experience.

### **Recommendations**

In light of the foregoing findings and conclusions of this study, the following recommendations are offered:

1. The vodcast lessons produced by the researcher could be further evaluated and improved by other teachers, so they will become more reliable based on their perception.
2. Another set of questionnaires may be used to shed light on the other elements on the vodcast lesson performed by the teacher.
3. Questionnaires on teachers and students related factors on vodcast lessons may be further revised and validated by more experts.
4. Similar, related or follow-up studies may be conducted utilizing students from other schools.
5. Other types of video podcasting may be explored in presenting lessons to show variation of results and findings.

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# APPENDICES

## APPENDIX "A" INSTRUMENT

Name (Optional): \_\_\_\_\_

### PART I: TEACHER-FOCUSED FACTORS

**General Instructions:** The following statements represent opinions regarding the perceptions of the students to the teacher who performed the vodcast. Your agreement and disagreement will be determined on the basis of your particular conditions. Kindly check your responses to indicated statements below. Base your answer on the following descriptive interpretation.

Code	Descriptive Interpretation
4	SA (Strongly Agree)
3	A (Agree)
2	D (Disagree)
1	SD (Strongly Disagree)

STATEMENTS	4	3	2	1
<b>A. Voice Quality</b>				
1. The teacher speaks clearly and understandably in the vodcast.				
2. The teacher models appropriate inflection and enunciation.				
3. The teacher speaks loudly enough for everyone to hear and changes tone and pace to maintain students' interest.				
4. The teacher uses expression and sounds very interesting throughout the vodcast.				
5. The teacher talks with certainty and confidence.				
<b>B. Language Use</b>				
1. The teacher includes language features and variety that are related to our experiences to make the vodcast interesting.				
2. The teacher uses familiar language and correct grammar in the vodcast.				
3. The teacher adapts speech for the content and task, demonstrating command of formal English.				
4. The teacher uses specific clear vocabulary.				
5. The teacher uses strategies and knowledge of language conventions.				
<b>C. Knowledge of the Subject</b>				
1. The teacher communicates full understanding of the topic.				
2. The teacher exemplifies creativity and clear explanation of the learning tasks.				
3. The teacher makes a great connection to the topic and enhance the students' understanding.				
4. The teacher demonstrates full knowledge with explanations and elaborations.				
5. The teacher has impressive insights and engaging control of information.				

## PART II: STUDENTS' FACTOR

**General Instructions:** The following statements represent opinions regarding the perceptions of the students in using vodcast. Your agreement and disagreement will be determined on the basis of your particular conditions. Kindly check your responses to indicated statements below. Base your answer on the following descriptive interpretation.

Code	Descriptive Interpretation
4	SA (Strongly Agree)
3	A (Agree)
2	D (Disagree)
1	SD (Strongly Disagree)

STATEMENTS	4	3	2	1
<b>A. Learning Engagement</b>				
1. My listening skills improved as a result of viewing the vodcast.				
2. Video podcasts motivated me to work on grammar lessons more.				
3. I put more time learning the subject because of the vodcasts.				
4. Viewing the vodcasts assisted me greatly in learning about the grammar and vocabulary of English.				
5. The information I reviewed and learned from viewing the vodcasts contributed greatly to my knowledge of English subject.				
<b>B. Learning Satisfaction</b>				
1. Video podcasting materials are helpful in enhancing my vocabulary control.				
2. The vodcasts are useful for me learning grammar lessons.				
3. The vodcasts make it easier to learn English lessons.				
4. I am satisfied with the vodcast as a learning tool for this subject.				
5. The vodcasts provide clear information about the practical contents and topics.				
<b>C. Viewing Willingness</b>				
1. I would return to viewing the vodcasts more than once.				
2. I love viewing the vodcasts because I gain confidence in my abilities to do English language activities.				
3. I love viewing the vodcasts because I gain confidence in my ability to learn independently.				
4. I love viewing the vodcasts because I gain confidence in my ability to understand the lessons in English.				
5. I spend time watching the vodcast, so that I will understand the lessons easily.				

## APPENDIX “B” COMPUTATIONS

**Table 1. Level of Students’ Perceptions on Teacher Use of Vodcast in Terms of Voice Quality**

Indicator	Mean	SD	Verbal Interpretation
1. The teacher speaks clearly and understandably in the vodcast.	3.55	0.61	Strongly Agree
2. The teacher models appropriate inflection and enunciation.	3.65	0.58	Strongly Agree
3. The teacher speaks loudly enough for everyone to hear and changes tone and pace to maintain students’ interest.	3.58	0.61	Strongly Agree
4. The teacher uses expression and sounds very interesting throughout the vodcast.	3.74	0.55	Strongly Agree
5. The teacher talks with certainty and confidence.	3.65	0.58	Strongly Agree
<b>Weighted Mean : SD</b>	<b>3.63 : 0.59</b>		
<b>Verbal Interpretation</b>	<b>Strongly Agree</b>		

<i>Legend</i>	<i>Range</i>	<i>Verbal Interpretation</i>
4	3.26-4.00	Strongly Agree
3	2.51-3.25	Agree
2	1.76-2.50	Disagree
1	1.00-1.75	Strongly Disagree

**Table 3. Level of Students’ Perceptions on Teacher Use of Vodcast in Terms of Language Use**

Indicator	Mean	SD	Verbal Interpretation
1. The teacher includes language features and variety that are related to our experiences to make the vodcast interesting.	3.60	0.63	Strongly Agree
2. The teacher uses familiar language and correct grammar in the vodcast.	3.74	0.55	Strongly Agree
3. The teacher adapts speech for the content and task, demonstrating command of formal English.	3.70	0.56	Strongly Agree
4. The teacher uses specific clear vocabulary.	3.76	0.43	Strongly Agree
5. The teacher uses strategies and knowledge of language conventions.	3.79	0.41	Strongly Agree
<b>Weighted Mean : SD</b>	<b>3.72 : 0.52</b>		
<b>Verbal Interpretation</b>	<b>Strongly Agree</b>		

<i>Legend</i>	<i>Range</i>	<i>Verbal Interpretation</i>
4	3.26-4.00	Strongly Agree
3	2.51-3.25	Agree
2	1.76-2.50	Disagree
1	1.00-1.75	Strongly Disagree

**Table 4. Level of Students’ Perceptions on Teacher Use of Vodcast in Terms of Knowledge of the Subject**

Indicator	Mean	SD	Verbal Interpretation
1. The teacher communicates full understanding of the topic.	3.78	0.48	Strongly Agree
2. The teacher exemplifies creativity and clear explanation of the learning tasks.	3.68	0.59	Strongly Agree
3. The teacher makes a great connection to the topic and enhance the students' understanding.	3.63	0.56	Strongly Agree
4. The teacher demonstrates full knowledge with explanations and elaborations.	3.73	0.45	Strongly Agree
5. The teacher has impressive insights and engaging control of information.	3.80	0.46	Strongly Agree
<b>Weighted Mean : SD</b>	<b>3.72 : 0.51</b>		
<b>Verbal Interpretation</b>	<b>Strongly Agree</b>		

Legend	Range	Verbal Interpretation
4	3.26-4.00	Strongly Agree
3	2.51-3.25	Agree
2	1.76-2.50	Disagree
1	1.00-1.75	Strongly Disagree

**Table 5. Level of Students Factors related to Vodcast in Terms of Learning Engagement**

Indicator	Mean	SD	Verbal Interpretation
1. My listening skills improved as a result of viewing the vodcast.	3.65	0.60	Strongly Agree
2. Video podcasts motivated me to work on grammar lessons more.	3.58	0.65	Strongly Agree
3. I put more time learning the subject because of the vodcasts.	3.69	0.54	Strongly Agree
4. Viewing the vodcasts assisted me greatly in learning about the grammar and vocabulary of English.	3.70	0.60	Strongly Agree
5. The information I reviewed and learned from viewing the vodcasts contributed greatly to my knowledge of English subject.	3.73	0.53	Strongly Agree
<b>Weighted Mean : SD</b>	<b>3.67 : 0.59</b>		
<b>Verbal Interpretation</b>	<b>Strongly Agree</b>		

Legend	Range	Verbal Interpretation
4	3.26-4.00	Strongly Agree
3	2.51-3.25	Agree
2	1.76-2.50	Disagree
1	1.00-1.75	Strongly Disagree

**Table 6. Level of Students Factors related to Vodcast in Terms of Learning Satisfaction**

Indicator	Mean	SD	Verbal Interpretation
1. Video podcasting materials are helpful in enhancing my vocabulary control.	3.88	0.33	Strongly Agree

2. The vodcasts are useful for me learning grammar lessons.	3.71	0.46	Strongly Agree
3. The vodcasts make it easier to learn English lessons.	3.70	0.46	Strongly Agree
4. I am satisfied with the vodcast as a learning tool for this subject.	3.81	0.42	Strongly Agree
5. The vodcasts provide clear information about the practical contents and topics.	3.64	0.60	Strongly Agree
<b>Weighted Mean : SD</b>	<b>3.75 : 0.47</b>		
<b>Verbal Interpretation</b>	<b>Strongly Agree</b>		

<b>Legend</b>	<b>Range</b>	<b>Verbal Interpretation</b>
4	3.26-4.00	Strongly Agree
3	2.51-3.25	Agree
2	1.76-2.50	Disagree
1	1.00-1.75	Strongly Disagree

**Table 7. Level of Students Factors related to Vodcast in Terms of Viewing Willingness**

Indicator	Mean	SD	Verbal Interpretation
1. I would return to viewing the vodcasts more than once.	3.55	0.69	Strongly Agree
2. I love viewing the vodcasts because I gain confidence in my abilities to do English language activities.	3.71	0.62	Strongly Agree
3. I love viewing the vodcasts because I gain confidence in my ability to learn independently.	3.65	0.51	Strongly Agree
4. I love viewing the vodcasts because I gain confidence in my ability to understand the lessons in English.	3.86	0.35	Strongly Agree
5. I spend time watching the vodcast, so that I will understand the lessons easily.	3.68	0.57	Strongly Agree
<b>Weighted Mean : SD</b>	<b>3.69 : 0.57</b>		
<b>Verbal Interpretation</b>	<b>Strongly Agree</b>		

<b>Legend</b>	<b>Range</b>	<b>Verbal Interpretation</b>
4	3.26-4.00	Strongly Agree
3	2.51-3.25	Agree
2	1.76-2.50	Disagree
1	1.00-1.75	Strongly Disagree

**Table 8. Students' Mean Performance in Pre-test**

Student's Performance	Grade 7	Grade 8	Grade 9	Grade 10
<b>Mean</b>	13.4	14.79	14.06	13.28
<b>SD</b>	4.73	5.01	5.42	2.95
<b>Remarks</b>	Fair	Fair	Fair	Fair

<b>Legend</b>	<b>Range</b>	<b>Remarks</b>
5	40.01-50.00	Excellent (E)
4	30.01-40.00	Very Satisfactory (VS)
3	20.01-30.00	satisfactory (S)

2  
110.01-20.00  
0.00-10.00*Fair (F)*  
*Needs Improvement (NI)***Table 9. Difference Between the Pre-test and Post-test Performance**

<b>Student's Performance</b>	<b>Grade 7</b>		<b>Grade 8</b>		<b>Grade 9</b>		<b>Grade 10</b>	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
<b>Mean</b>	13.4	28.4	14.79	<b>26.33</b>	14.06	27.50	13.28	26.50
<b>t-value</b>	-14.476		-9.100		-11.665		-9.611	
<b>p-value</b>	.000		.000		.000		.000	
<b>Analysis</b>	<b>Significant</b>		<b>Significant</b>		<b>Significant</b>		<b>Significant</b>	